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ABSTRACT

Five minority alternative drug abuse prevention programs (three Indian and two Hispanic) in New Mexico were evaluated to determine which elements were successful or unsuccessful in addressing the needs of Indian and Hispanic youth regarding the relationship of substance use and abuse, cultural differences, and self-concept. The programs were evaluated on the basis of program description, staff-client action/interaction, community support, and criteria of success. Data indicated: (1) ability to communicate meaningfully with ethnic participants in alternative prevention activities may depend upon the prevention staff's ability to understand the mental and physical circumstances specific to their ethnic target population, which contribute to dependencies on chemical substances: (2) funding should be solicited from federal, state, and local levels, with emphasis on local funding to insure program longevity free of federal/state funding reductions: (3) a needs assessment of the community in which the program will operate is essential: (4) goals and objectives should reflect community and specific target populations: (5) documentation of program activities is vitally important for program accountability: (6) community awareness and support are fundamental to a meaningful drug prevention program: and (7) program success will depend on the program's ability to meet community needs. (CM)

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A STUDY OF MULTI-CULTURAL ALTERNATIVES TO DRUG ABUSE IN NEW MEXICO

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INTRODUCTION

A. PURPOSE

The purpose of this study is to identify the critical elements of five minority alternative prevention programs (three Indian and two Hispanic) in the state of New Mexico. The identification of these critical elements will assist the state Substance Abuse Bureau in providing training and technical assistance in program planning, development and implementation to those New Mexico communities desiring to establish alternative drug prevention programs especially targeted at ethnic minorities. This information will also be helpful to schools in New Mexico in implementing prevention education activities appropriate to particular ethnic populations in different parts of the state and in the multicultural context of the schools.

The primary objective that corresponds with the purpose of this study is to determine those critical elements within minority alternative prevention programs in the state of New Mexico which appear to be successful or not in addressing the needs of Indian and Hispanic youth regarding the relationship of substance use and abuse, cultural differences and self-concept. The result of identifying the successful and unsuccessful critical elements of these programs will be to establish basic general programmatic criteria which will act as a model for developing new alternative prevention programs for New Mexico's ethnic minorities.

B. DESIGN

The study was designed on a three month time frame with six components. Each of these six components was a sequential and necessary step in the process of determining which prevention programs to include in the study and the general criteria for describing and evaluating each program. These six steps were:

1. Education

   Introduction to the field of prevention in substance abuse with particular stress placed on the problems of evaluation of substance abuse prevention programs.

2. General Program Visitation

   The next step in the process involved visiting sixteen drug and alcohol programs in the state of New Mexico which were conducting treatment and/or alternative prevention activities with minority youth. Five prevention programs were identified during this period to be included in the evaluation.

3. Development of Descriptive Criteria

The information gathered during the periods of education and general program visitations was used to develop an instrument for describing the different critical elements of the five minority alternative programs to be included in the study.

4. Description of Five Minority Alternative Prevention Programs

The five prevention programs included in the study were described during the next series of program visitations. As many staff personnel as possible were present to take part in the program descriptions. The study was explained in detail and issues relating to confidentiality were established.

5. Analysis of Program Descriptions

After the internal program descriptions were completed, the data collected was compared and contrasted to determine what criteria across the five different programs were considered successful. Many of the criteria identified in the different program descriptions was specific to the community in which the program was operating.

6. Written Report

The last step in the process of the evaluation was to write a report to be disseminated to each of the five prevention programs, the state Substance Abuse Bureau and the Western Interstate Commission for Higher Education, under whose auspices, through the Resources Development Internship Program, this study was conducted.

C. METHODOLOGY

The methodology used in the description of the five minority alternative prevention programs is based on a descriptive model. This model was chosen because of the difficulty of collecting quantifiable data in the field of prevention. Anyone familiar with this field will be aware of this difficulty. Many of the activities in the field of prevention are based on the assumption that alternative activities will provide youth with positive alternatives to drug use and abuse. This assumption is not, however, easily established statistically because of the number of independent variables that may account for the success of alternative prevention activities. The study that follows here attempts to address this issue not by setting up a system of precise measurement, but by describing prevention activities by insiders (program staff) who are involved with the different youth activities in their programs and establishing the indicators of success they use to determine their future activities.

1. Criteria

The criteria used in the exploratory description of minority alternative prevention programs was based on the information gathered during

the first two steps of the process of the evaluation discussed in the design of the study. An evaluation consultant helped develop these criteria from the information gathered. These criteria cover four major areas that are fundamental to any prevention program in any part of the country. These four areas are: program description, staff-client action/interaction, community support and criteria of success. Subheadings under each of these four general categories were included in order to give the most complete description of program goals and objectives, activities, successes and support from the surrounding community. These criteria are listed below:

a. Program Description

1) Organization and staffing (demographics of staff: age, sex, ethnicity, position, etc.)

2) Funding (sources, amounts and budgets)

3) Needs and objectives

a) How are needs identified?
b) How are objectives tied to needs?
c) How specific are the objectives?
d) Are there other objectives not formally stated?

4) Documentation (data, records and reports)

5) Description of target population (demographics)

a) age
b) ethnicity
c) sex
d) socio-economic status of clients
e) women, youth, elderly (numbers and percentages)

6) Description of service availability

a) outreach
b) public relations
c) availability of materials, equipment, facilities

b. Staff-Client Action/Interaction

1) Service delivery system (range of activities)

a) types of services
b) how delivered? (staff involvement, client involvement)
c) inclusion of women, youth and elderly

2) Communication patterns

a) client-staff
b) staff-staff
c) client-client

3) Level of participation

a) by numbers
b) by types of services

4) Other activities which aren't formally stated

c. Community Support

1) Community awareness of existing community problems

2) Community participation (funding, volunteers, PSA's, etc.)

3) Rapport among community service delivery agencies (Juvenile Probation, Mental Health agencies, etc.)

4) Community activities/objectives (expectations for program) not generally stated -- if known

d. Criteria of Success

1) How is the success of the program determined?

2) Are there any specific criteria of success?

3) How do program staff determine success? Clients?

2. Exploratory Description of Individual Prevention Programs

The exploratory descriptive criteria were used to provide structure to the internal descriptions of the five minority alternative prevention programs included in this study. The importance of an internal description rests in the fact that by presenting what program staff think they are doing, in their own words, it is easier to understand the dynamics of their particular perspective or orientation. These dynamics may be important for understanding the particular successes of the program and may be indicators of success in other prevention programs. The primary goals of the prevention programs included in this study vary from one program to the next. Each of these prevention programs, however, includes an integral element, which is to provide youth with skills for developing a positive self-concept, values clarification, positive cultural identity and personal decision-making skills. Although these skills may be taught differently in different prevention programs because of the ethnicity of clients and orientation of the community, this integral element is fundamental to each of the prevention programs studied. The programs included in this study are:

San Juan Self Help Center	Farmington
Ford Canyon Youth Center	Gallup
Mescalero Traditional Counseling Program	Mescalero
New Mexico Free Theatre	Santa Fe
Youth Support Program	Albuquerque/Belen

3. Analysis of Programs

The analysis of the critical elements of the different prevention programs included in this study is based on comparing and contrasting the data obtained during the internal exploratory program descriptions. Comparing and contrasting this data across programs will help to establish those elements that make these programs successful.

4. Conclusions and Recommendations

The conclusions and recommendations included in this section are a presentation of the common critical elements analyzed and established as important to the success of the five minority alternative prevention programs studied.

PROGRAM DESCRIPTIONS

Mescalero Traditional Counseling Program

Self Help Center

New Mexico Free Theatre

Ford Canyon Youth Center

Youth Support Program

MESCALERO APACHE TRIBE TRADITIONAL COUNSELING PROGRAM

The Traditional Counseling Program on the Mescalero Apache Reservation was developed in order to diminish the problem of drug abuse and to help young people learn the traditional values of the Mescalero Apache way of life. The emphasis of the program is to develop a sense of identity in younger members of the Mescalero Tribe through participation in traditional activities facilitated by elder Tribal members.

A. PROGRAM DESCRIPTION

1. Organization and Staffing

The Traditional Counseling Program comes under the organizational control of the Mescalero Tribe's Division of Community Health. There are seven (7) full-time staff presently active in the program. The director of the program is Molly McGill, who is female and Anglo. The secretary/bookkeeper is Mary Pena, who is female and Indian. These two women coordinate the program. There are five elderly Tribal counselors, all from the Mescalero Tribe. They are: Evelyn Martine (female), Cecelia Hosetosavit (female), Mabel Botella (female), Leon Botella (male), and Elsie Chino (female). All of these counselors are over the age of 60 years old.

2. Funding

The Traditional Counseling Program is presently funded by National Institute on Drug Abuse (NIDA) Formula monies at the rate of $56,490 per year. While a demonstration project with NIDA, the program was receiving $90,000 per year direct from NIDA with no in-kind local match. Presently these monies are broken down to 60% federal funding with 40% local in-kind match. Other funding assistance comes from CETA and NRPA-NRTA. These organizations help to pay one-half of the salaries of the elderly Tribal counselors.

Each of the five counselors and the secretary/bookkeeper are paid $7,280 per annum. The director of the program is paid $10,400 per annum. Sixty-six percent of the budget is spent on direct services. The other thirty-three percent of the budget is spent on benefits, travel, maintenance and repair of vehicles, supplies and contractual services (telephone).

3. Needs and Objectives

The Traditional Counseling Program was developed as a drug abuse prevention program intended to diminish a community-perceived drug abuse problem in Mescalero. The program has consistently had as its primary goal the delivery of counseling services in a traditional Apache fashion, through the use of Tribal Elders (Traditional Counselors).

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This goal allows for the Tribe to help its members cope with current problems and develop a realistic outlook for the future by developing and maintaining the traditional values of their unique culture. There are five more specific program goals supportive of the basic intent of this program. These are: provide out-patient drug counseling; increase and encourage cultural pride and identity; reinforce the self-esteem of program participants; make available opportunities for the target population to increase their level of involvement in positive community activities, and demonstrate viable out-patient counseling techniques for youthful Indian drug abusers.

a. How are the needs identified?

The needs of the Mescalero Tribe relating to drug abuse were identified in general Tribal meetings and were based on the growing awareness of the use of drugs on the reservation. More information supporting the needs for a drug counseling and prevention program was provided by a pilot project on drug use on the Mescalero Reservation in 1974. Further support for the need of such a program was identified through the school reporting system and civil/mental health referrals.

b. How are objectives tied to needs?

The following objectives were designed by the Traditional Counseling Program to meet the needs as they were recognized in (a) above:

1) To assist primarily the younger members of the Mescalero Apache Tribe to attain a plateau of existence consistent with a life style which is commensurate with self-actualization, positive self-image, future orientation which rests firmly on the building blocks of the past, a sense of accomplishments through work and interpersonal relationships, all coupled with the peace of mind found only among well adapted persons and groups. The above to be accomplished devoid of the misuse of chemicals.

2) To engender a realistic, relevant, cognitive awareness of mood altering drugs on the part of the community in a manner consistent with their age, role, etc. Information to be provided without "fright tactics," negativistic approach, horror stories; to include data concerning both legal and illegal substances and presented in factual manner conveying a positive hopeful perspective.

3) To exert an influence toward elimination of role diffusion, which exists primarily with the elderly and the adolescent members of the Tribe who have become essentially roleless in present day societal configuration. This is to be attained by means of their coming together in a manner that will enable each to emerge confident and productive, feeling secure in a well-defined identity and clarity of role function.

4) To provide absolute proof that programs devised for Indians, created by Indians and implemented by Indians in an Indian

manner constitute the most viable means of rendering service and insuring program success.

5) To provide an organizational format that insures the availability of counselor service to youth in the following settings as well as others indicated: schools, courts, hospitals, homes, churches, civic activities et al.

6) To consistently provide group counseling and other activities at locations of historical significance to the people of the Mescalero Apache Tribe.

7) To remain cognizant that rapport and general aura of the counseling relationship with youth is established via the use of the shared Apache cultural heritage, tradition and history.

8) To make full usage of the areas designated for task-oriented counseling and fully employ the joint effort exerted in traditional activities, e.g. arts, crafts, et al, as a vehicle of counseling work.

9) To be unceasing in the placing of emphasis on the fact that pride, cultural heritage and a progressive program of drug abuse prevention and education can co-exist in a concurrent manner without detriment to the transmission of the Apache tradition, culture, history, etc. To emphasize that drug abuse is at odds, and has no place in the value system long adhered to by the Apache people and which accounts for their survival and progress.

10) To find means to honor the requests of other Tribal groups anxious to establish similar programs and desire information.

These objectives are based on the notion that traditional Mescalero mores and culture are lacking on the reservation because of an increase of modern social and economic pressures. The rationale is that it is not the Indian way to abuse chemical substances and, in the case of the Traditional Counseling Program, the way of meeting this need is to educate Mescalero people and help them to identify basic positive aspects of their traditional culture.

c. How specific are the objectives?

Goals, needs and objectives are general. However, the objectives of the program are directly related to the needs that were identified by the Mescalero community during general Tribal meetings. This will be discussed in more detail in Section B when specific activities will be presented.

d. Are there other objectives not formally stated?

The objectives articulated by the program include both formal and informal elements. Both are necessary and important to meet the general needs of maintaining Mescalero tradition and culture.

4. Documentation

Individual client folders are kept on file for people who are counseled. School presentations, field trips and all other activities are documented by photographs and kept in the Apache Scrapbook. This form of documentation has been done consistently since the beginning of the program in 1974. SSA reports are done monthly and are in narrative form. NIDA Quarterly reports are narrative and documented by photographs.

5. Description of Target Population

The target population is the group of Mescalero youth from the ages of six through twenty-three. Out of 2230 registered members of the Tribe, there are 1071 in the six through twenty-three age bracket. This is 49.72% of the registered Tribal members as of April 1978. Average income of people living on the Mescalero reservation is $5,500 per year. Services are available to all Tribal members and anyone else requesting help. (See chart at the end of this program description.)

6. Description of Service Availability

a. Outreach

Outreach work is a very important part of the Traditional Counseling Program. Outreach work is done on a daily basis, because most of the clients will not come into the office unless specific activities are going on. Outreach work includes presentations in schools, field trips, client visitation and solicitation and Tribal activities in which Traditional Counseling staff take part.

b. Public Relations

According to the program staff public relations are very good because children tell parents what the Traditional Counseling Program is doing in the schools. Community activities also indicate that the public relations of the program are good because of the support received from community. Support implied here is attendance.

c. Availability of Materials

There are line items in the budget for maintenance of the two program vehicles. Office facilities are provided in the Tribal Community Center building. There are also monies available for materials and supplies for different projects, i.e. making traditional costumes, Indian jewelry, etc. In addition, the elder counselors sometimes sell things to make money for special projects. There is, however, a general lack of funds for materials, as this is the first line item cut in the budget to meet other funding needs.

B. STAFF-CLIENT ACTION/INTERACTION

1. Service Delivery System

a. Types of Services

There are several types of counseling services that the elder counselors participate in:

1) Task-oriented counseling -- counseling centered around the completion of tasks, i.e. historical field trips, making traditional clothing, traditional cooking, arrow making, drum making, building of shelters, etc.

2) Cultural counseling -- counseling centered around the traditional myths, folkways, and legends of the Mescalero Apache people. Story telling, life-cycle rituals, teaching traditional medicine.

3) Survival skill counseling -- counseling centered around the traditional skills for surviving in the mountains and desert. Preparation of food and preparing shelter.

4) Extended family counseling -- counseling centered around the needs of those Mescalero people living outside the central boundaries of the reservation. Monthly visits to the Cow Camp, visits to Mescalero youth living in off-reservation boarding schools, etc.

5) Traditional identity counseling -- counseling centered around the Indian identity of the Mescalero child. Apache language is being taught, traditional dances, songs and stories are taught in the Head Start Program and during historical site visits. Each month on one Friday, songs and dances are taught to the community as a whole. Traditional Indian games are also taught.

6) Positive identity counseling -- counseling centered around the development of a sense of pride and leadership and positive Indian identity. Activities range from Indian Day in public schools, Miss Mescalero contest, and the St. Valentine's Day Pow Wow.

Services provided by the elder counselors cover the whole range of traditional Mescalero activities both on the reservation and off. Practically any aspect of Mescalero Indian life can be addressed and shared by the Traditional Counselors. In addition, prevention activities are being implemented in the public schools in the Mescalero area on a regular basis.

b. How Delivered

Activities and counseling services are delivered by the elder counselors in a variety of settings and the method of delivery would

depend partially on that setting. In task-oriented counseling, the method of delivery would depend on the task and the number of people involved. Many times the elder counselors are sharing with groups of young people, i.e. in sharing traditional stories and culture. Field trips to pick pinons and prickly pears, while learning about their preparation for eating would be done in groups. One-to one counseling may be emphasized if someone came in with a specific problem to be discussed. The making of costumes and ritual tools would be supervised by the elder counselors. Sessions held in school settings would be group oriented, with the elder counselors sharing with the whole group. Many of the activities of the Traditional Counseling Program place an emphasis on the active role of both staff and clients. Learning by doing is emphasized.

c. Inclusion of Women, Youth and Elderly

This program significantly includes members from each of these three groups. Many of the staff in the program are elderly, a majority of these are women. The primary target population is composed of youth aged six to twenty-three.

2. Communication Patterns

The communication patterns in the Traditional Counseling Program involve all variations of staff-client interaction with an emphasis on staff-client, client-staff, and staff-staff interaction. Client-client interaction is primary during activities. Generally speaking the elder counselors have more success in communication when it is initiated by the client. This is especially the case with individual counseling.

3. Level of Participation

There are many types of counseling services provided by the Traditional Counseling Program. The level of participation by clients will depend on the type of service or activity being offered.

4. Other Activities Not Formally Stated

N/A, because the Traditional Counseling Program includes any traditional or cultural activity.

C. COMMUNITY SUPPORT

1. Community Awareness of Existing Community Problems

The people on the Mescalero reservation are completely aware of their community needs. The program is represented at all General Tribal meetings and the community has supported many of its projects. The community awareness of the growing problem of drug abuse at Mescalero was a primary motivation for the development of the program.

2. Community Participation

There has been a great deal of community participation, especially during activities which involve the whole community. Examples are the community clean-up week, Pow Wows and community ceremonies. Generally the community has been supportive of the program during program-sponsored community activities.

3. Rapport Among Community Service Delivery Agencies

The Traditional Counseling Program has a good working relationship with other service providers in the Mescalero area. The program is in the process of developing an extended working relationship with the Alcohol Rehabilitation Program in Mescalero and the Home Extension Program at Mescalero.

4. Community Expectations for the Program Not Generally Stated

The main community objective for the Traditional Counseling Program is the continuation and support of prevention activities that are geared to the needs of the community.

D. CRITERIA OF SUCCESS

1. How Is the Success of the Program Determined?

The success of the Traditional Counseling Program is determined by means of process evaluation. This type of evaluation is continually measured by the elder counselors in their attempt to determine individual improvement in the activities of clients they are working with.

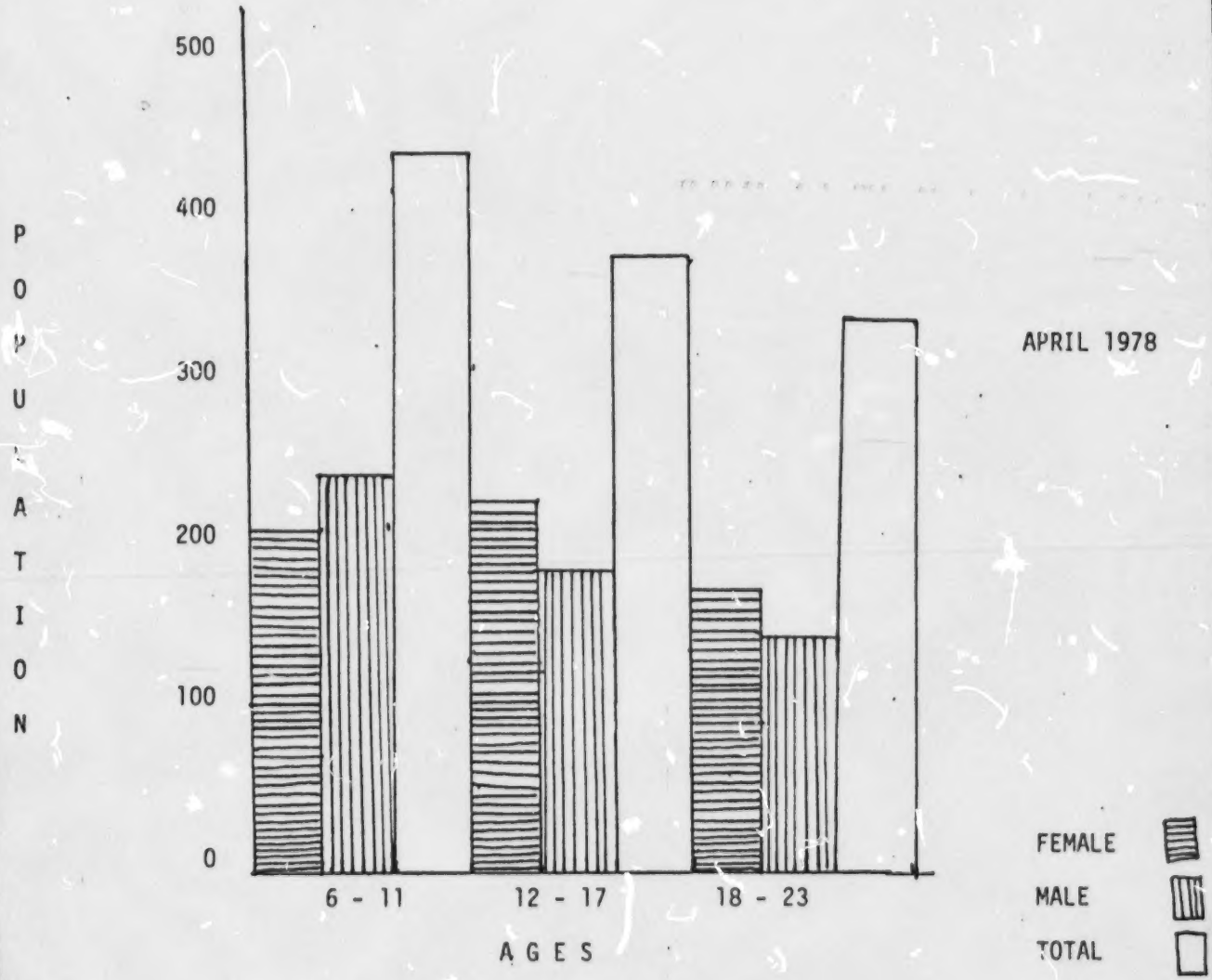
2. Are There Any Specific Criteria of Success?

The only specific criteria of success in the prevention activities of the program is indicated by the number of people involved in the alternative activities offered by the program. This is augmented by feedback received from clients by way of letters of appreciation, drawings, articles that have been made and the pride in wearing and sharing them, and immediate responses of young people to the elders' presentations in different community settings.

3. How Do Program Staff Determine Success?

The elder counselors determine success by the way the client acts -- his/her behavior. This is augmented by the appreciation and willingness the client exhibits to go on to learn and do better things. Elder counselors say, "you can tell when you're helping someone."

TARGET POPULATION
MESCALERO TRADITIONAL COUNSELING PROGRAM



SAN JUAN SELF HELP CENTER

SELF HELP CENTER

The Self Help Center is a private non-profit agency operating to provide drug abuse services to San Juan County, New Mexico. San Juan County is located in the northwest corner of New Mexico in the "Four Corners" area where New Mexico, Arizona, Colorado and Utah have common borders. The Self Help Center was established in 1970 with the emphasis on outpatient treatment, drug counseling and a crisis intervention hotline. In mid 1978 the Board of Directors took a close look at the history and future of the Self Help Center. It was decided that treatment was not reaching all of the users or abusers of drugs, particularly the youth. After much discussion and study, the Board of Directors decided to change the program emphasis to "prevention" of all drug abuse.

The prevention program offers substance abuse prevention materials throughout San Juan County. The focus of the program is to provide prevention curriculum materials in the classroom setting. The emphasis of these curriculum materials is to teach the skills and knowledge for building and maintaining a positive self-image and supplement prevention of future drug abuse. The Center employs strategies that facilitate intervention before youth become strongly inclined toward illegal, anti-social or addictive behavior.

A. PROGRAM DESCRIPTION

1. Organization and Staffing

There are presently six full-time people on the staff of the Self Help Center. Demographics of the staff are listed below:

Director:			
Dwane Durant	male	Anglo	30 years old
Prevention Specialists:			
Sonny Martirez	male	Hispanic	41 years old
Joe Powers	male	Irish/Indian	59 years old
Mabel Penn	female	Navajo	38 years old
Secretary/Typist:			
Joan Beach	female	Anglo	48 years old
Counselor III:			
Ken Smith	male	Anglo	34 years old

2. Funding

The program is funded by NIDA 409 and 410 Outpatient monies. The funding for the prevention activities at the Self Help Center are listed as follows:

409 funding	$29,188
United Way	13,000
City of Farmington	2,000
San Juan County	5,000
Central Consolidated School District #22	300
TOTAL	$49,488

The salaries for the staff are broken down in the following manner:

Director: $13,500 -- $10,500 (410 and local)
$ 3,000 (409)

Counselor: $13,500 -- $12,000 (410 and local)
$ 1,500 (409 and local)

Prevention Specialists:
Joe Powers: $12,000 (409 and local)
Sonny Martinez: $9,000 (CETA)
Mabel Penn: $10,500 (409 and local)

Secretary/Typist: $7,200 (410 and local)

The amount of monies spent can be broken down in the following way: 70% for direct services and 30% for indirect services.

3. Needs and Objectives

a. How are needs identified?

By needs assessments, both oral and survey form. Two needs assessments were done: 1) principals of all the schools in the county, and 2) children, teachers, administrators and parents in the Central Consolidated School District #22 were interviewed. In the latter study, 200 people from each category except teachers and administrators were interviewed. The following needs were identified through the two needs assessments:

1) Substance abuse counseling for both children and parents.

2) Some type of prevention to be done in the area -- specifically education. This was a direct request from parents to the administrators of the school district.

3) Educational materials to be presented in a "how to handle problems" format.

4) County-wide principals did not know who gave drug education as part of their curriculum or the number of hours it should be taught in the curriculum. There was no continuity in Substance Abuse Education.

5) Police were the number one source of drug education in the schools. Police emphasized the presentation of various types of drugs and their effects. There was no emphasis on personal problem-solving or self-esteem.

6) Alcohol was identified as the most abused drug in the whole county for all ages. County-wide, pot and speed are the next most abused drugs except on the reservation. On the reservation the most abused drugs after alcohol are pot and inhalants.

b. How are the objectives tied to needs?

The objectives are directly related to the needs assessment made prior to the development of the prevention program. These objectives are listed below:

1) Objective #1: to establish criteria and curricula that are compatible with the philosophy and regulations set down by:

   a) School Boards (community)
   b) School Administration
   c) Principals
   d) Teachers and Counselors
   e) Health & Environment Department Substance Abuse Bureau
   f) Self Help Center, Inc., Board of Directors

   It is important that our program philosophy and approach is in harmony with all parties working with the prevention program. We want to be aware of certain criteria which may be prohibitive in each school's curriculum guidelines and that which any of the participants want emphasized.

2) Objective #2: to establish a time schedule for curriculum classes.

   Our prevention program staff must arrange a set schedule and time for each class presentation. We must work out a schedule that is in concert with the school curriculum's schedule of regular classes for the entire year. Our prevention specialists will act as support services to the teacher/counselors employed by the schools.

3) Objective #3: to establish a communications system for counselors and teachers for referrals to the prevention/education specialist or outreach worker.

   A written system must be used to avoid any poor communications between prevention staff and the school faculty.

4) Objective #4: to educate the school faculty to recognize symptomology of drug abuse.

   Classes for educating the school faculty about symptoms, signs of drug abuse and how to most effectively approach a student without creating alienation or animosity. The teachers and school counselors will be the prime educators involved in the prevention component because they can observe the student on a daily basis whereas the prevention/education specialist will serve as support to the teachers and counselors. It is our main objective to make the teachers and school counselors an extension of our prevention component so we can observe all the students over daily basis vs. weekly.

5) Objective #5: to develop a schedule for the outreach worker to present community education forums with parents and the public concerning drug abuse.

The outreach worker will make public presentations concerning drug abuse at PTA meetings and parent/teacher conferences. Other presentations will be given to college classes, public service agencies, the police departments, public forums at civic centers, etc.

6). Objective #6: to establish a time schedule, office space and other logistics for counseling sessions in the school's physical facility.

A private room will have to be arranged for counseling appointments with students. There will be a regular hour set aside when the prevention/education specialist or outreach worker will be available to students.

7) Objective #7: to establish a referral system with school administration, other agencies and our program.

Protocol will be written to explain procedures if a school faculty member, prevention/education specialist or outreach worker needs to refer outside the school and/or program for support services to be established.

8) Objective #8: to establish a communications system with family of the student requesting counseling assistance when applicable.

To have the outreach worker contact the family of the student, if the student is consenting to family counseling. To confirm and abide by all rules of confidentiality between all participants involved.

9) Objective #9: to improve the self-image of each student and to comprehensively educate them in all areas of substance use and abuse.

To implement psychological and social testing mechanisms to measure growth or improvement of self-esteem, self-image of each student. To administer these tests at increments to best analyze measurable results.

10) Objective #10: To improve the student's coping mechanisms in stressful or anxiety provoking situations.

Teach coping mechanisms that are relevant to each age group. To reinforce the positive and explain the prevention of negative ego mechanisms toward positive self-image and actualization.

c. How specific are the objectives?

Program objectives are based on a very recent needs assessment and are specific to problems in the target area as illustrated by the needs assessment. All school districts in the Farmington area were approached after the needs assessment was completed. All but one district wanted the program staff to present prevention education in the curriculum. At present the program can only be presented in one school district due to lack of manpower and funding resources.

d. Are there other objectives not formally stated?

There are two informal objectives:

1) The main informal objective is that the program will develop a Navajo-specific prevention curriculum for grades K-12.

2) To develop a teachers guide for a Navajo-specific prevention curriculum.

4. Documentation

For the first three months documentation is limited to the actual development of the prevention curriculum that will be used in the Central Consolidated School District #22. At the beginning of each month a written summation of services is provided by service category, cost per unit of service and number of units of service. During the first 90 days of operation the objectives are related to: logistics, verbal and written agreements, writing the actual prevention curriculum, training school personnel for the implementation of the prevention curriculum, and general training county-wide.

The remaining nine months of the program year will be documented by attendance in the schools where the newly developed prevention curriculum is presented. Documentation during this period will include the evaluation plan related to the specific objectives -- this information will be included in the program documentation. Those clients referred by schools or prevention specialists to the Out-Patient Drug Free Program will be documented according to NIDA and New Mexico Health and Environment Department contractual requirements.

5. Description of the Target Population

The primary target population is Navajo children and youth aged from five to eighteen years old who are attending school in the Central Consolidated School District #22. The secondary target population is made up of parents and teachers in this school district. Approximately 93% of the children and youth attending schools in this district are Navajo. Educators are predominately Anglo. The sex of the target population is the same as the male/female ratio of the children and youth attending the schools in this district. Socio-economic status of those attending schools in this district is generally low, but exact statistics are dated. Socio-economic status was not addressed in the needs assessment.

Youth are included in the target population by 100%; women are included according to the male/female ratio of children, youth and teachers in different schools in the district. There are also prevention activities with the elderly. Prevention specialists presented an Elder Ed package at all the Senior Citizens Centers in the county. These presentations took place in July, 1979, and there were 120 participants in four different workshops around the county.

6. Description of Service Availability

a. Outreach

All prevention education staff are involved with outreach in all county schools including a staff counselor (OPDF) at the Alternative School in Shiprock and in other areas in the community. Training for other social agencies, information sessions with parents, Chapter Houses, and various departments of the BIA are also held.

b. Public Relations

Staff emphasize community needs and outreach. The prevention staff appear publicly as much as possible in community activities (committees, etc.). There are written agreements between this program and other social agencies and organizations, i.e., alcohol program, battered wives program, JPO, churches and police department. When the prevention program receives a request for drug education in the classroom, the program staff request a meeting with the educator to present the program philosophy (versus the "shotgun" approach) before the presentation is made.

c. Materials, Equipment, and Facilities

There are materials available, i.e., films, pamphlets and written information; however, these are not available in large enough quantities. The program has not budgeted for equipment; however, the Community College, local hospital and schools have cooperated with program staff and made equipment available upon request.

B. STAFF-CLIENT ACTION/INTERACTION

1. Service Delivery System

a. Types of Services

1) Prevention curriculum in the schools.

2) Information referral or counseling to students, parents and teachers during and after school hours.

3) Training of school staff.

4) Community workshops, which include lectures to different groups and agencies in the county, for example, the Elder Ed workshops and Chapter House meetings.

b. How Delivered

1) The prevention curriculum includes student and staff involvement during regular school hours. The prevention curriculum will be presented by prevention staff and regular teachers for one hour per week in two classes at each grade level (grades 1-12) for a total of 24 classes in the Central Consolidated School District #22. At all grade levels the teachers working with the prevention staff will incorporate the prevention curriculum in other classes or subjects being taught. Students will be involved in activities (mostly visual and/or active) relating to transactional analysis, values clarification, decision-making and other self-image building activities. The presentation of films and other educational materials relating to substance abuse will be used, particularly when students have mastered the skills to handle drug information, especially in grades 7-12. Prevention staff will spend a minimum of 15 hours in each of the 24 classrooms to introduce a specific prevention curricula for each class session. Each session will have a specific activity; however, when an activity seems inappropriate, there are written alternative activities in the prevention curriculum guide. The prevention curriculum has been developed to meet state and local curriculum requirements. The curriculum that has been developed is specifically related to the Navajo target population.

2) Information referral and counseling: prevention staff has established locations in each of the 12 schools that will be available for use during regular hours during certain days each week. Prevention staff will be available during these times for the following services: counseling, consultation, information and/or referral. This service is available to students, parents, school employees and the general community. For students that need follow-up counseling, they are referred to the Out-Patient Drug Free Counseling Program. Arrangements will be made for the staff counselor to visit the school setting because of distances involved. There are also referrals made to other appropriate agencies, i.e., the Juvenile Liaison Program.

3) Training of school staff: the prevention staff will present an eight hour workshop on the basics of transactional analysis, values clarification, decision-making and self-image building activities. Recognizing drug symptomology will also be presented including both intra- and inter-personal observations within the school setting. School personnel who will be receiving this training will include: principals, teachers, counselors, school nurses and specifically Title I and IV liaison people. These liaison people investigate school absenteeism, alcohol and drug suspensions and communicate with student's parents.

4) Community workshops are given to any community organization upon request. Specifically the prevention program staff attend Chapter House meetings and present workshops to parents about the prevention program being presented to their children in the schools. Prevention staff present various approaches to substance abuse and how to deal effectively with student's substance abuse problems. Workshops are also presented on drug symptomology, pharmacology, drug behavior, drug knowledge and drug attitudes to the community at large.

c. Inclusion of Women, Youth and Elderly

The prevention program staff include each of these groups in their prevention activities in the community and in the schools. Services are available to any of these groups for out-patient drug free counseling.

2. Communication Patterns

For the most part in the prevention program in the schools, staff, clients, and teachers function within the same communicative level. For example, in a group setting, the group as a whole discusses prevention issues. Initially staff-client, client-staff interaction is important; however, as the program develops the intent is to establish more communication between staff-teacher, teacher-client and client-client. The prevention curriculum was developed in order to facilitate these latter types of interaction. Client-staff interaction is presently seen as a very important indicator of developing adequate desirable communication skills between clients and prevention staff. The program is also emphasizing communication patterns between students and parents and students and the community.

3. Level of Participation

a. By Numbers

600 students will be participating in the prevention curriculum. Twenty-four teachers, 12 principals, one school nurse, one school counselor and six Title I and IV liaisons will also participate. A potential of 1200 parents, but a more realistic count would be about 500 parents. Community-wide participation is estimated at approximately 1000 people who will participate in community workshops.

b. By Types of Services

Participation by types of services is reflected earlier under types of services listed under service delivery systems.

4. Other Activities Not Formally Stated

Feedback systems: these systems of feedback should give the prevention staff immediate feedback about their prevention activities in the school setting. This feedback will come from students, teachers, administrators, parents and other community members.

C. COMMUNITY SUPPORT

1. Community Awareness of Existing Community Problems

The community became aware that there was a drug problem and made contact with the Central Consolidated School District #22 to deal with substance abuse problems in the community. The Central Consolidated District made contact with the Self Help Center and contracted with the Center to develop a drug prevention curriculum for the schools in that district. So, the prevention efforts of the Center were initiated by community awareness. Further interaction with teachers and administrators in the county supported the need for prevention activities in the schools.

2. Community Participation

The local funding support from several entities in the community is a sign of community participation. Some of these are United Way, City of Farmington, San Juan County and the Central Consolidated School District. There is very good PSA cooperation with the local television station (KIVA) and local radio stations, particularly one AM station (KWYK) that broadcasts in Navajo. Television and radio broadcasts are delivered on a regular basis.

3. Rapport Among Agencies

The program staff feel that rapport with the Juvenile Probation Office could be much better. Rapport with other community service providers is demonstrated by written agreements with the Self Help Center.

4. Community Activites/Objectives Not Generally Stated

The program staff feels that the prevention program will have a positive effect on school absenteeism, drop-out rates and the abuse of substances. In addition, it is felt that the prevention program will have an impact on the presentation of substance abuse educational materials in the classroom setting. It is hoped that the prevention curriculum will be adopted and used by other schools in the district. By effectively dealing with students and parents in the community it is hoped that the prevention program will make an impact on illicit substance abuse and will effectively establish communication patterns between students, parents and community. The prevention staff hopes to increase the amount of participation by the community to mount an effective campaign against substance abuse.

D. CRITERIA OF SUCCESS

1. How Is the Success of the Program Determined?

The success of the prevention program in the schools will be determined by meeting the original objectives stated in the program's prevention proposal as measured by the evaluation plan in the proposal. Success

will also be measured in terms of the following factors: a) internal staff feedback, b) teacher feedback, c) administrative feedback, d) student feedback, e) substance abuse prevention coordinator's feedback, f) parent feedback, and g) feedback from other agencies in the community at large.

2. Are There Any Specific Criteria of Success?

The prevention program will also use the following specific criteria to determine the success of the program:

a. Pre and post tests will be administered to determine drug use, drug knowledge, drug attitudes and self-concept.

b. Immediate feedback from school personnel.

c. Student's level of involvement and participation in the presentations given in the classroom setting.

d. Behavioral changes in students will also be noted.

e. Key to the effectiveness of the prevention program will be cultural identity determined in students between the fifth and eighth grades. This is the period of cultural transition for Indian youth. Coping mechanisms and self-concept will reduce or minimize problems during this period of transition.

f. Development of positive ethnic identity.

g. Development of inferential data relating to behavior.

3. How Do Program Staff Determine Success?

By the enthusiasm generated and the consistency in maintaining an enthusiastic classroom atmosphere during the presentation of prevention activities throughout the school year.

NEW MEXICO FREE THEATRE

The New Mexico Free Theatre was established in May, 1978, as a drug abuse prevention program which uses theatre techniques to encourage communities to reflect upon their drug abuse and related problems and develop possible solutions. NMFT uses a technique called "Teatro Popular." With this technique each presentation is geared to a specific community. Each presentation is preceded by a site visit, which is intended to develop a relationship with the community and to become familiar with the community's dynamics and issues. Performances based on these visits are presented to the community. The presentations include mime, music, clowning, dance and improvisational theatre. They frequently include members of the community and always involve audience participation.

A. PROGRAM DESCRIPTION

1. Organization and Staffing

The number of people on the NMFT staff varies from one to seven members, but there is now a core staff of three people. Any particular activity may involve staff people and community people. The demographics of the core staff are listed below:

Susan Ocken	female	28 years old	Anglo
Mavis Keepin	female	24 years old	Anglo
Bob Wolf	male	63 years old	Anglo

There is no organizational chart describing the duties of staff in NMFT because all activities are a cooperative effort. Each member of the staff receives $6.00 per hour salary.

NMFT has recently become incorporated with its own organizational structure in July, 1979. A board of directors was established at this time. In the past, the staff has been made up of people of a wide variety of ages and ethnicity (Anglo and Hispanic). This wide variety of representation has been an important part of the NMFT and its activities in the state.

2. Funding

Currently NMFT staff are working on two funded projects. One is in Las Vegas, New Mexico, and is funded at $150; this amount is matched by volunteers from the NMFT core staff. The other project is a six day training workshop, which will be held January 28 through February 2, 1980. Funding for this workshop is coming from the following sources:

Partners of the Americas	$4,500
In-kind match from Substance Abuse	1,500
Pyramid Project	600
Workshop fees	3,500
TOTAL	$10,100

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NMFT core staff is presently developing proposals for federal funds from NIDA and NIAAA. NMFT has a major interest in local funding and support. At the present time there is no written budget because NMFT works on a project-to-project basis.

3. Needs and Objectives

a. How are needs identified?

Needs are established at two levels: written data from the community as well as state needs assessments and any other available secondary sources (criminal justice data, state plans, etc.). Secondly, the NMFT staff relies on first hand information gathered during site visits. Site visits include informal discussions, interviews and contacts with people representing as many parts of the community as possible. So, an assessment is made not only of community needs but also how to best use NMFT presentations to reflect the needs of the community from the community's own perspective. This orientation is important because the emphasis is not on NMFT staff coming up with a solution to different community concerns; rather, the emphasis is on the articulation of community concerns so that community members will begin to recognize and reflect on these concerns. In this way, certain community members help to establish particular community needs and then NMFT staff reflect these needs back to community people through their presentation.

b. How are objectives tied to needs?

The overall objective for NMFT is to provide a means through which the community can reflect upon and possibly solve community problems and issues which are community generated and of community concern. All specific objectives that are addressed in NMFT presentations are community generated. Skits and plays are an attempt to reflect the circumstances surrounding specific community problems. NMFT is committed to using a media which reaches people on an affective as opposed to a cognitive level; that is the basis for the use of theatre and artistic means for NMFT presentations. The specific objectives of a presentation always attempt to deal with and unite the different problematic aspects of a community in their relatedness. The drugs of abuse are always identified by the community and related to other aspects of community life.

c. How specific are the objectives?

The objectives of NMFT presentations are always directly related to the needs of the community as established by community people.

d. Are there other objectives not formally stated?

There are several informal objectives that NMFT staff feel are an important part of their community presentations. These are:

1) Formal and informal communication with people in the community in order to understand community needs and concerns.

2) To show community people the value of communication through the arts. This emphasizes different types of affective communication.

3) To present new ways of relating to old roles.

4) Presentations are seen as a form of playing; this informality allows for new and different types of communication.

5) The personal growth of NMFT staff as well as community people.

4. Documentation

There are various types of documentation used by NMFT staff. Site visits and presentations are documented by written reports. These are done by each staff member after site visits and presentations. Presentations are documented by photographs and sometimes by video tape. There are both internal and external evaluations made after each presentation. In school settings these evaluations are done by school personnel; however, in more informal settings concrete evaluations are not easy to obtain. The comments made by people after NMFT presentations are included by NMFT in written performance reports. Comments are openly solicited from the audience after presentations. Also NMFT staff is experimenting with visual response and involvement which is used by staff for informal evaluation; for example, there are drawings solicited by staff depicting the problem involved in the presentation with possible solutions.

5. Description of Target Population

NMFT staff feel very strongly that they do not create the target population, in the same sense that an anthropologist should not create culture. Therefore, the target population is identified by the community and it should be obvious that each community will have a different target population. The primary target population in most communities is community youth. NMFT has worked very little with the elderly. Some presentations have been specifically related to female alcoholism and barbiturate use. Usually females are represented in the male/female ratio of the audience during presentations. The ethnicity of the target population also changes with the community setting, but generally speaking the following percentages are representative of the ethnicity of the audiences NMFT staff works with: 50% Hispanic, 25% Indian and 25% Anglo.

6. Description of Service Availability

NMFT services are available upon community request. When requested, NMFT staff goes out to the community to establish needs and concerns of the community people. NMFT presentations are based on this personal contact with community people. Public relations and networking is an important element of NMFT outreach. Sometimes when NMFT staff know from secondary data that certain problems exist in certain parts of the community they will make a presentation that does not directly relate to a specific

community problem, but will help them get acquainted with the community and vice versa. There are no materials, equipment or facilities.

B. STAFF-CLIENT ACTION/INTERACTION

1. Service Delivery System

a. Types of Services

1) site visits

2) presentations

3) workshops

4) other community activities

b. How Delivered

1) Site visits are intended for NMFT staff to become acquainted with the community, gather information about the community and have the community become familiar with NMFT staff.

2) Presentations are intended to reflect community issues and concerns as well as those concerns NMFT staff have identified as important to the particular community setting.

3) Workshops are of two types: to train people in the theatre and artistic techniques used by NMFT and to deal with community issues and concerns using artistic mediums in a workshop situation.

4) Other community activities are not designed around a certain issue but are designed to have the community see itself as a community. For example, hit and runs are informal improvisational presentations made in different informal community settings. Hit and runs are designed to create interest and visibility.

c. Inclusion of Women, Youth and Elderly

The whole audience is invited to participate in some way, although the audience is not always representative of each of these groups.

2. Communication Patterns

The client-staff pattern of communication is the focus of NMFT because it is through this type of communication that NMFT staff can determine specific community issues and concerns. Staff-staff communication is important for the analysis of the factual information gathered in the community and is important for an empathetic understanding of the relationship between NMFT staff and the community. This type of analysis is fundamental to coordinate meaningful presentations for different

communities. Meaningful client-client interaction and communication is seen by NMFT staff as being the goal of all NMFT activities to develop meaningful communication among community members.

3. Level of Participation

Levels of participation are reflected by organization and number of participants in the following list:

Several Santa Fe Public Schools (all levels)	1500
Prep School of Santa Fe	250
New School of Santa Fe	60
Socorro High School, Socorro	450
Socorro Junior High School, Socorro	300
Torres Elementary School, Socorro	200
San Juan Pueblo	300
Santa Clara Pueblo	300
Taos Pueblo (three performances)	1500
Jemez Pueblo	200
Pojoaque Pueblo	60
Tesuque Pueblo	30
Nambe Pueblo	30
Adelante Youth Center, Santa Fe	75
Martineztown Neighborly Services Center, Albuquerque (four performances)	2200
New Mexico School for the Deaf, Santa Fe	70
Institute of American Indian Art, Santa Fe	100
University of New Mexico, Albuquerque (two performances)	600
Sam Houston University, Huntsville, Texas (14th Annual Interagency Workshop, Institute of Contemporary Corrections)	300
Taos International Conference on the Treatment of Addictive Behaviors	150
Fifteenth Annual Institute on Alcohol Studies, Silver City	60
Partners of the Americas Annual Conference, Denver	150

4. Other Activities Not Formally Stated

There have been a number of informal improvisational presentations made by the NMFT in Santa Fe. These are called "hit and runs" by NMFT staff. These presentations are estimated to have reached at least 1000 people in the Santa Fe area. Examples of sites for "hit and runs" in Santa Fe are the Plaza, the Rotunda of the Capitol Building and the Motor Vehicles Department.

C. COMMUNITY SUPPORT

1. Community Awareness of Existing Community Problems

Community awareness is the basis for the NMFT program, because someone in the community must request that the NMFT staff give a presentation.

2. Community Participation

NMFT relies on the community for funding, volunteers and advertising.

3. Community Rapport

When NMFT staff goes into a community they try to contact all service providers in the area. This is an important part of the initial site visit and may help with community "insider" volunteer help for the NMFT presentation. NMFT staff will work directly with service providers when requested.

4. Community Activites/Objectives Not Generally Stated

These vary with every community and with every presentation within a community. The community's identification of problems is the basis for NMFT being in the community. The objective is for NMFT staff to give a meaningful presentation based on the community circumstances which will cause community members to re-examine community issues and concerns.

D. CRITERIA OF SUCCESS

1. How Is the Success of the Program Determined?

Success is determined by adequacy of communication during site visits and by audience reception and participation during presentations. Both visual responses (paintings and drawings) and formal written evaluations by the community contact persons are determiners of success. In addition, there is an internal evaluation done by the NMFT staff which is based on staff feedback after the presentations are made in each community.

2. Are There Any Specific Criteria of Success?

The most immediate criteria of success is the response of the audience. Another criteria of success is community networking which results in requests for additional presentations. The ability of NMFT staff to break down traditional interpersonal barriers is an important criteria of success. This is based on the personalness of the response among community people and NMFT staff and is also illustrated by community people responding to each other regarding community issues and concerns. NMFT performances act as a catalyst for personal interaction and response among community members.

3. How Do Program Staff Determine Success?

See one and two above.

FORD CANYON YOUTH CENTER

The Ford Canyon Youth Center is located in Gallup, New Mexico. The Center's activities include the presentation of prevention materials in the schools in the Gallup-McKinley County area, and the alternatives approach is the focus of all of the Center's in-house activities. The prevention program in the schools includes classroom teaching strategies in values clarification, self-awareness education, opportunities for students to learn decision-making skills, and accurate information about substance use and abuse. The focus on alternatives at the Center is an attempt to provide opportunities for youth to experience satisfying alternative activities to substance abuse. All the prevention activities at the Center focus on improving communication and trust between youth and staff.

A. PROGRAM DESCRIPTION

1. Organization and Staffing

There are presently six full-time people on the staff at the Ford Canyon Youth Center. The demographics of the staff are listed below:

Director:			
J. F. Larson	male	Anglo	27 years old
Bookkeeper/Secretary:			
Emma Harrison	female	Native American	25 years old
Treatment Director:			
Jack Baumgardner	male	Anglo	23 years old
Prevention Director:			
Linda Valdez	female	Anglo	31 years old
Substance Abuse Prevention Counselors:			
Kirk Carlson	male	Anglo	23 years old
Gonzalo Penaloza	male	Native South American	35 years old

2. Funding

The program is funded by NIDA Formula 409, United Way, First Offenders Program, and Title XX, with a total budget of $95,209. The funding for the prevention activities at the Ford Canyon Youth Center includes NIDA 409, $21,031, and United Way, $1,500, for a total of $22,531.

The salaries of the staff are broken down in the following manner:

Director	$14,067.00
Bookkeeper/Secretary	10,317.00
Treatment Director	9,567.96
Prevention Director	9,317.28
Prevention Counselors	8,317.32

The amount of monies spent at the Ford Canyon Youth Center can be broken down in the following way: 64% for direct services and 35% for indirect services.

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3. Needs and Objectives

a. How are needs identified?

Needs were identified and established within the community mostly by word of mouth with parents, school teachers, school administrators and young people. A drug use survey has recently been developed that will be used to help determine clients' needs in the Gallup-Mc Kinley County area. The Youth Center will also be doing a needs assessment next year to further determine client needs in the area.

b. How are objectives tied to needs?

The objectives of the program were inferred from the needs. Needs in Gallup-McKinley County were identified and established by informal communication networks.

c. How specific are the objectives?

The objectives are specifically related to the needs and goals as identified through community people. In this section, goals and objectives will be listed together, illustrating specifically what objectives are subsumed under specific goals.

1) To provide quality counseling services for juveniles within the Gallup-McKinley County area with substance abuse problems, and to provide a growing atmosphere where youth can learn more about themselves and build their self image.

   a) To educate youth about ways of spending time which are highly satisfying yet socially acceptable.

   b) To increase client self-awareness through personal insight and clarification of feelings and values.

   c) To improve client's ability to cope by dealing with problem situations more effectively.

   d) To improve client's personal and social awareness through anticipating the consequences of certain behaviors and accepting personal responsibility.

   e) To help youth discover and participate in more positive activities such as guitar playing, bowling, volleyball, arts and crafts, etc.

2) To prevent drug abuse and drug dependency.

   a) To develop an awareness of a responsible use of potent and potentially dangerous substances.

   b) To educate youth about ways of spending time which are highly satisfying yet socially acceptable.

c) To help youth discover and participate in more positive activities, such as guitar playing, bowling, volley ball, arts and crafts, etc.

d) To provide training to youth workers in the community, i.e. teachers, group home counselors, mental health counselors, etc.

e) To educate monthly, through outreach prevention in the schools, a minimum of 1000 youth, in order to create an awareness of substance abuse and its consequences.

f) To develop a substance abuse prevention curriculum for the Gallup-McKinley County area that will meet state and local curriculum requirements.

3) To create a better community awareness of the Center's prevention program and local substance abuse problems.

a) To increase community awareness of substance abuse by providing seminars open to the general public.

b) To involve community participation by using a community volunteer corps.

c) To provide on a monthly basis relevant articles in area newspapers and/or public service announcements.

4) To expand program services to energy impact areas ("boom town" effect), e.g. Thoreau, Crownpoint and Ft. Wingate, New Mexico.

a) To continue projects in the BIA school in the Ft. Wingate area.

b) To provide an increased community awareness of the prevention program in Thoreau and Crownpoint, New Mexico, through presentations in the schools, Navajo Tribal Chapter Houses and other local community groups.

c) To establish a referral network so that clients can be reached on an outreach basis.

d) To provide an ongoing elementary prevention project at Zuni Pueblo.

d. Are there other objectives not formally stated?

There are two objectives of Ford Canyon Youth Center's program that are not formally stated:

1) To develop a staff awareness of the drug subculture of the young people in the Center's program.

2) To help to develop drug survival skills in the young people involved in the Center's program.

4. Documentation.

After prevention presentations are made in the classroom, prevention staff receive verbal evaluations from the students involved and a written evaluation from the teachers. The teachers' written evaluations include a count of students present during the presentation, relevancy of material covered and personal comments relating to the presentation of prevention information. These written teacher evaluations are filled out for all prevention presentations done in the school setting. There are five high school discussion groups which deal with values clarification, self-awareness and drug education. Documentation for the discussion groups is accomplished by using a standard form filled out by the facilitator, who is usually one of the Center's prevention counselors. This form includes the number of people present, male/female ratio, goal of the group session, technique and material used and results. Group sessions are also documented by immediate verbal feedback from participants. Clients participating in these groups are referred by school personnel, JPO's or self-referral. Group sessions last from five to eight weeks; each client fills out a written evaluation at the end of this period. "Children Are People" prevention presentations are made in the schools and documented at the end of the program by each student involved. This information is reported on a monthly basis to the SSA. All treatment activities are documented according to NIDA and SSA contractual requirements.

5. Description of Target Population

a. Age

The age of the primary target population at Ford Canyon Youth Center's prevention program includes all youth in the Gallup-McKinley County area from the ages of 5 through 21.

b. Ethnicity

The ethnicity of the target population changes with the ethnic make-up of the community in the following way:

Gallup: 33% Indian, 33% Hispanic, 33% Anglo
Ft. Wingate: 97% Navajo
Thoreau: 45% Indian, 30% Anglo, 25% Hispanic
Tohatchi: 75% Indian, 12.5% Anglo, 12.5% Hispanic
Zuni: 85% Indian, 15% other
Crownpoint: 85% Indian, 7.5% Anglo, 7.5% Hispanic

c. Sex

For the school prevention presentations, the sex of the participants will be reflected by the male/female ratio in the classroom setting. The male/female ratio of youth using the Center's facilities and taking part in its activities is 80% male and 20% female. These percentages include drop-in, prevention and counseling.

d. Socio-economic Status

The Youth Center works with young people from all socio-economic levels in the Gallup area.

e. Women, Youth and Elderly

All clients are youth. The number of women is reflected by the male/female ratio of youth in school prevention presentations and in-house activities at the Center.

6. Description of Service Availability

a. Outreach

Prevention presentations are made on an outreach basis in Thoreau, Tohatchi, Crownpoint, Ft. Wingate and to Navajo Tribal Chapter Houses in the county. There are also training sessions for personnel working in outreach areas, for example drug prevention training is provided to dorm staff working in BIA boarding schools in Tohatchi, Ft. Wingate and Crownpoint.

b. Public Relations

The Center's staff is working in the community during most of their prevention activities; because of this, public relations is always a part of what the prevention staff is doing. There is good rapport with other service providers in the Gallup-McKinley County areas.

c. Availability of Materials

There are film strips, educational pamphlets and other written material available to anyone in the community. There is also a drug information center maintained by Center staff at the Gallup Public Library. There are drug question boxes in the high schools to answer any drug-related questions students may have. Replies are made in the school newspapers. The Center has drug information books that are available at the Center for loan.

There are film projectors and recreational equipment which are available at the Center for loan and for special field trips. Games, arts and crafts materials and sports equipment are also available for loan at the Center. Although materials and equipment are available at the Center, more money is needed for upkeep and to replace old equipment. The Center itself is rented from the Advent Christian Church. Center staff feel that they need a larger facility.

B. STAFF-CLIENT ACTION/INTERACTION

1. Service Delivery System

a. Types of Services

1) Individual counseling

2) Group counseling

3) Family counseling

4) Drug abuse prevention

5) Drug education

6) Outreach program

7) Crisis intervention

b. How Delivered

1) Individual counseling: concentrates on developing interpersonal relationships, values clarification, self-awareness, drug education, reality therapy and coping skills. The counselor facilitates the client's individual growth process. The primary concern of this type of counseling is enhanced by developing meaningful rapport between counselor and client.

2) Group counseling: the goals are the same as they are for individual counseling with one major difference. This major difference is helping individual clients deal with peer pressures and expectations in a group environment. Role playing and open discussion are also important components of group counseling.

3) Family counseling: FLIP stands for Family Learning and Intervention Program. This program is a structured five week course which emphasized family communication skills, problem-solving and an awareness of different family values.

4) Drug abuse prevention: prevention includes a wide range of activities to help youth to develop specific skills and talents, to help them become confident and have a sense of their own worth, to help youth to learn to make wise decisions about their own bodies and lives. If people are confident and generally feel good about themselves, they will be less likely to abuse drugs.

The Center is involved in several prevention activities. There are alternative recreational activities scheduled at the Center regularly during the week. These activities include: bowling, roller skating, archery (in the summer), swimming, arts and crafts, model building, open recreation, sledding, movies, disco dancing and field trips (these may include camping, rock climbing, survival experience, etc.). In addition, during Center activities there is a drop-in group rap session going most of the time.

The Center has started an elementary self-awareness program for students in the fifth and sixth grades to provide them with self-awareness training and skills. This program will be supplemented next year to include children in grades kindergarten through fourth. Specifically, this program has been developed to train elementary children to understand, be aware of and accept feelings within themselves and others, and to enable them to cope with substance problems within the family unit over which they have no control. The rapport developed with young people in this self-awareness program has led to the utilization of the Center as a support system. Another component of the elementary self-awareness program is an awareness of licit and illicit drugs.

The elementary self-awareness program is a six week course with a one hour presentation one day per week in the fifth and sixth grade classrooms in all the elementary schools in the Gallup metropolitan area. Before presentations are made by Center staff, staff meet with the classroom teacher to explain the objectives and procedures of the program, while at the same time exploring ways that the teacher can supplement the prevention information that is presented. One or two prevention counselors will make the presentation in the classroom. Follow-up is done by the classroom teacher. Center staff provide the teacher with materials and activities for a one week follow-up after they make the prevention presentation in the classroom.

The Center is also making prevention presentations in the high schools in the Gallup-McKinley County area. There are five on-going prevention self-awareness groups in three different high schools in the area. These groups emphasize values clarification and self-awareness. These groups are composed of youth who are referred by teachers, parents, JPO's and self-referrals. All youth referred to the group are screened using the following criteria: individual interviews to establish rapport and to explain the parameters of the groups, individual referral forms to weed out youth who have problems not directly related to the group's concerns. Two groups are composed of youth in the seventh through ninth grades, two groups are composed of youth in the tenth through twelfth grades and the last group is composed of youth in the ninth through twelfth grades. These groups meet once a week for one hour over a period of six to eight weeks.

At the present time the Center is preparing to conduct a needs assessment of youth needs in the Gallup-McKinley County area. This needs assessment will provide Center staff with important information needed to develop a classroom prevention curriculum for grades K-12 by Fall, 1980. This will be a comprehensive curriculum and will include prevention activities and drug information through the period of the entire school year.

5) Drug education: drug education involved the presentation of information regarding licit and illicit substances, their use and abuse and their physiological, psychological and social effects. Drug education is presented in the Gallup area to schools, civic organizations, youth organizations and to all youth counselors. Presentation of drug information is suited to the needs of these different groups. There are three methods of delivery for the presentation of drug information:

   a) the six week on-going drug information course

   b) the "shot-gun" approach

   c) in-service drug information training for professionals working with youth in the Gallup area.

The Center is making an effort to move away from the "shot-gun" approach, because its results are not as effective as the six week on-going drug information course. Center staff can modify their drug information presentations in order to meet the needs of the different organizations or classroom settings in which they are presented. Another part of the drug information program includes a drug information center in the Gallup Public Library. There are also drug question boxes installed in all of the high schools in the Gallup area.

6) Outreach program: the outreach program consists of drug prevention and education efforts in the outlying regions of McKinley County. The outreach program is concerned with reaching out to high school youth in BIA schools, public schools and during summer recreational programs on different Indian reservations in the Gallup-McKinley County area.

7) Crisis intervention: the Center staff is available during Center hours to handle crisis situations involving the abuse of substances in the Gallup-McKinley County area. The Center acts as a backup support system for the Crisis Lifeline operated by the McKinley County Mental Health Program when problems relating to substance abuse arise.

c. Inclusion of Women, Youth or Elderly

Most Center activities are directed to youth in the area. Adults are included in drug information training and in-service training upon request and might include parents, youth counselors and school personnel. The male/female ratio of youth and adults will be illustrated by the male/female ratio of participants during presentations. The elderly are not usually included in the Center's activities.

2. Communication Patterns

In the Center's prevention activities, the most important communication pattern will be that established between staff-client and client-staff. This type of communication pattern is basic to establishing good rapport and credibility with the youth involved in the program. In other Center activities and the self-awareness groups in the schools, client-client communication patterns are emphasized. Another communication pattern addressed in the Center's prevention activities is meaningful communication skills between clients and adults in authoritarian positions, i.e., police, school administrators, parents and teachers, etc.

3. Levels of Participation

a. By Numbers

The Center's drop-in participation is estimated at 300 youth per month. The self-awareness program and the drug education program in the schools and the community is estimated at 1000 youth and adults per month. For the treatment component of the program, counselors are

seeing approximately 50 youth three to four times a month. The Center's staff works with school faculty, counselors and administrators to the estimated total of 50 per month during the school year. The Center also presents in-service training in boarding schools and local group homes to the estimated total of 35 per month.

b. By Types of Services

Participation by types of services is reflected under types of services listed under service delivery systems.

4. Other Activities Not Formally Stated

There are a number of informal staff and client interactions directed toward the client's development of personal survival skills. For example, filling out job applications, seeking alternative education skills and peer acceptance.

C. COMMUNITY SUPPORT

1. Community Awareness of Existing Community Problems

The lay community seems to be aware of the general lack of recreational facilities for community youth. There seems to be a professional awareness of some causal relationship between the lack of recreational facilities and substance abuse problems with youth. The professional community is also concerned with indications from the legal and educational systems that there are substance abuse problems disrupting the lives of community youth, i.e., drug arrests, absenteeism, drop-outs.

2. Community Participation

There is local funding support from the local United Way. The City of Gallup is providing two office spaces in the Northside Community Center. All of the local radio stations run public service announcements upon request and the local newspaper will publish public service announcements upon request. There is some local volunteer support and professional support from seven people on the local board. There are also several drop-in volunteers and interns from the University of New Mexico branch in Gallup who are involved in community service work.

3. Rapport Among Community Service Delivery Agencies

Rapport with the Juvenile Probation Office is very good, and the Center acts as a major resource in meeting probation requirements for juveniles. The Center also has very good relations with the public schools in the Gallup area. The Center also has good rapport with social services and McKinley County Mental Health, Southwest Indian Foundations for Human Resources, the Gallup Intertribal Alcoholism Coordinating Council and the adult probation program. There is an Episcopal women's church group that helps the Center with fund raising.

4. Community Activities/Objectives Not Generally Stated

The community expectations for the Center's prevention activities focus on recreational activities as alternatives to substance abuse. The Center is expected to provide treatment, counseling and classroom education in substance abuse prevention.

D. CRITERIA OF SUCCESS

1. How Is the Success of the Program Determined?

The Center staff feel that the most appropriate measure of success is informal feedback and self-referrals resulting from the prevention presentations made in the schools. Continued youth participation in the activities at the Center is another measure of success. Written teacher evaluations of prevention presentations made in the schools are important indicators of success along with written client evaluations which are completed at the end of prevention presentations in the schools. The Center's staff are presently developing a pre and post-test instrument to help determine the success of prevention presentations in the schools. Subjective identification of behavioral and attitudinal changes in youth involved in the Center's program is an important criterion of success and often corresponds to youth participation in the Center's programs.

Another criterion of success is illustrated when Center staff observe clients identifying the difference between the use and abuse of drugs. Yet another measure of success is the credibility of the program as viewed by the drug subculture and the community at large.

2. Are There Any Specific Criteria of Success?

Along with the criteria identified in one, there are several specific criteria which indicate programmatic success:

a. Increase in attendance at Center activities.

b. Increase in requests for services from various community agencies.

c. The visibility of the program and its location among elementary school children since the school prevention presentations have been made in the schools.

3. How Do Program Staff Determine Success?

Usually subjectively; however, there are attempts being made to include objective measures, i.e., pre-post test instrument, written client and teacher evaluations, the development of random sample follow-ups and unsolicited letters of appreciation and informal feedback from clients in the schools and at the Center.

YOUTH SUPPORT PROGRAM

The Youth Support Program is one of several projects being conducted by the New Mexico Health Coalition in Albuquerque. The Youth Support Program (hereafter YSP) is a primary prevention program. The intent of the program is to develop, organize and promote activities for youth that will provide alternatives to self-destructive behavior including drug abuse. YSP is a community-based program which attempts to involve community adults and youth to cooperate together and support various community projects. The demonstration site for YSP was in Socorro, where a support group of community adults sponsored community activities for a core group of teens. YSP was so successful in Socorro that the community accepted the responsibility for continuing the program beginning October 1, 1979. At this time program coordinators for the YSP changed and community activities were begun in two new sites in and near Albuquerque. These sites are in Martineztown in Albuquerque, and in Belen.

A. PROGRAM DESCRIPTION

1. Organization and Staffing

There are presently two members on the YSP staff, one full-time and one part-time. The demographics of the staff are listed below:

Program Coordinator:			
Josie Marrujo	female	Hispanic	34 years old
Part-time Consultant in Belen:			
George Vallejos	male	Hispanic	27 years old

Technical assistance and administrative support is available from other NMHC staff, i.e., deputy director, fiscal officer, etc.

2. Funding

The YSP is funded by NIDA 409 and private monies. The funding for the prevention activities of YSP at three sites in New Mexico are listed as follows:

Formula 409	$60,740
Private	15,570
Total	$76,310

The salaries of the staff for YSP were not obtained during the interview, with the exception of the part-time consultant in Belen. The Belen consultant is being paid $5 per hour for 20 hours per week. This consultant is on a monthly contract. The amount of monies spent by the YSP can be broken down in the following way: approximately 80% is spent for direct services and approximately 20% is spent for indirect services.

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3. Needs and Objectives

a. How are needs identified?

A needs assessment is presently being set up through the Urban Observatory at the University of New Mexico. This needs assessment will be a joint effort and will involve the following agencies: Bilingual Progam at Albuquerque High School, EOB Office in Martineztown and NMHC. The Belen needs assessment is being conducted by George Vallejos and will be based on his interaction with key community leaders and agencies in Belen. At the Socorro site a three month planning stage included a needs assessment of the needs of the youth in the community. In addition, the needs assessment in Martineztown will be a comprehensive needs assessment conducted with other agencies, from which YSP will extract needs of youth specific to the community of Martineztown and these will be used as the focus of the project.

b. How are objectives tied to needs?

In Socorro the activities and training were specifically tied to the needs identified by the needs assessment conducted during the three month planning stage. Some of the specific needs identified were: verbal/nonverbal communication skills, values clarification, problem-solving and rule setting, group process, drug information, crisis intervention and peer counseling. At the Martineztown and Belen sites youth needs will be established by the community through a needs assessment of the whole community to be used by several agencies. At these two sites, an emphasis will be placed on life skills; for example, job interviewing, careers, filling out job applications, and job information and resources. At the two new sites the staff is also addressing specific objectives which were established in Socorro. When the needs assessments are completed for the two new sites, the objectives will be refocused according to the needs of these communities.

c. How specific are the objectives?

The objectives are based on the demonstration project of YSP in Socorro. As different needs are identified in Belen and Martineztown the objectives will be changed to meet those needs. YSP staff felt that the objectives of their program should be broken down into two categories: program-oriented objectives and client-oriented objectives.

1) Program-oriented objectives: these objectives are fundamental to start the program in any community.

a) To identify and recruit fifteen teenagers, of whom twenty percent will be from "high risk" populations.

b) To facilitate support of key community individuals and groups for the YSP program.

c) To develop "espirit de corps" among the fifteen teen volunteers through group encounters and training experiences.

d) To identify and recruit twenty adults who will be trained and integrated with the teen group for active support of the community YSP effort.

e) To create a positive awareness of the program within the community.

f) Children in grades five through eight will be contacted to participate in the YSP program.

2) Client-oriented objectives: these objectives are based on what the YSP program intends to do for the client.

a) To provide an awareness of social orientation skills in values clarification, problem-solving and group process.

b) To provide insight and methods of organization to activities that YSP teens participate in.

c) To help youth to become more aware of community activities and to involve youth in community decision-making process.

d) To provide youth with basic living skills.

e) All training will be culturally specific and geared to community needs.

d. Are there other objectives not formally stated?

An informal objective in Martineztown is to raise funds to make a three week trip to Spain. Various fund raising methods will be used so that 30 people from YSP in Martineztown can make the trip.

4. Documentation

There are several forms of documentation presently being carried out. These include: filling out activity sheets for activities youth participate in, filling out contact forms for youth contacts made, and filling out youth recruitment forms. Monthly reports are made to the SSA Project Officer per state contract. YSP staff have set up an appointment with the SSA Project Officer to establish the requirements for documentation. There are also internal reports made to NMHC on a quarterly basis.

5. Description of Target Populations

Since there are three sites in New Mexico for the YSP, the target populations will change according to the site. The exception to this is that the primary focus of the YSP is on children and youth.

a. Socorro

The primary target population in Socorro was Hispanic children and youth. General demographics of this population are listed below:

1) Age: in Socorro the age of the primary target population in the YSP was from five to eighteen years old.

2) Ethnicity: the ethnicity of the Socorro population can be broken down in the following way: 32% Anglo, 61% Hispanic, .07% Indian and .02% other.

3) Sex: the sex of the target population in Socorro includes all male and female children and youth in the community.

4) Socio-economic status: the median family income for the target population in Socorro is $6,300 per year.

The target population in Belen can be described similarly to that of Socorro, but Martineztown is in an urban environment and reflects corresponding differences. Drug abuse in Martineztown is significantly higher than in Socorro or Belen.

b. Martineztown

The target population in Martineztown can be described in the following way:

1) Age: the age of the target population in Martineztown ranges from five to nineteen years old.

2) Ethnicity: the ethnicity of the target population in Martineztown is primarily Hispanic.

3) Sex: the sex of the target population in Martineztown is mostly female -- 90% female and 10% male.

4) Socio-economic status: the socio-economic status of the target population in Martineztown is not known exactly, although in a Barrio area such as this it is expected that most people have very low socio-economic status.

c. Inclusion of Women, Youth and Elderly

All YSP sites will include any individual from these groups that cares to participate in the program. After the needs assessment has been conducted in Belen and Martineztown, target population information and demographics will be more specific.

6. Description of Service Availability

a. Outreach

YSP is essentially a community development and community-oriented program. Outreach work is important to help members of the community become aware of program activities. Initially all program activities are outreach-oriented. Community visibility is very important to YSP.

b. Public Relations

Public relations is very important for visibility of the YSP in the community. T-shirts were made for YSP and distributed to youth at both of the new sites. Public relations would include coordinating efforts with other service delivery agencies in the area. Community relations are of vital importance to the operation of the Youth Support Program.

c. Availability of Materials, Equipment and Facilities

The rent of the building in Martineztown is inexpensive and the building is very accessible to the Martineztown community. A similar facility in a central location is now being sought in Belen. Materials are being developed to meet the culturally specific needs of youth at each site. Equipment is available to the YSP through NMHC.

B. STAFF-CLIENT ACTION/INTERACTION

1. Service Delivery System

a. Types of Services

1) Education

2) Recreation

b. How Delivered

1) Education: educational sessions are four hour sessions addressing specific educational needs identified by the needs assessments and the proposal. Educational sessions are informal learning sessions that help to facilitate the learning process. A bi-lingual orientation will be used in educational sessions when needed. Informal rap sessions are also part of the educational program of YSP. These rap sessions focus on social skills that will help youth in their day-to-day activities and may be used as a means of support for youth. Examples of three educational sessions are given below:

a) Life Skills: this four hour educational session will include skills that will enhance the work-oriented skills of clients in the YSP. Examples of these skills are applying for a job, basic grooming for employment, filling out job applications, career decisions, resources available for employment information.

b) Values Clarification: everything we do, every decision we make and course of action we take is based on our consciously or unconsciously held beliefs, attitudes and values. Students, children no less than adults, face

problems and decisions every day of their lives. Economically deprived children face more difficulty in making decisions on an academic, social and authoritative level than economically advantaged people. This four hour educational session will help youth to recognize those beliefs, attitudes and values that they use to make day-to-day decisions.

c) Social Orientation Skills: this four hour educational session will help youth to develop an awareness of problem-solving and group process skills.

2) Recreation: several recreational activities will be provided for the youth in the Belen and Martineztown Youth Support Programs. The youth are primarily involved in making decisions about the types of recreational activities that will be offered at the two sites. These will include types of activities that will get the youth outdoors, physical exercise, etc. These activities are an important way of developing rapport among clients and clients and staff people. Examples of recreational activities include volleyball, sewing, dancing, field trips and the trip to Spain. There will be recreational activities held for youth from both sites that will provide the opportunity for interaction between the youth from both programs.

c. Inclusion of Women, Youth and Elderly

People from each of these groups may be involved in YSP activities. Many of the activities being planned for the youth in Belen and Martineztown YSP sites will be open to any interested members of the whole community.

2. Communication Patterns

The most important type of interaction or communication that the YSP program is trying to initiate is client-community interaction. This type of interaction is important for the client and his/her development of community awareness. This type of interaction also allows the community to become aware of the problems community youth face every day. Client initiated interaction is also very important to the YSP because of the staff's concern that youth make basic decisions about the program and its development. Staff people act as facilitators. Staff initiated interaction is important in the educational sessions and in initiating discussion with youth about community problems concerning youth. Staff-community interaction is emphasized to help community people to resolve certain community issues.

3. Level of Participation

a. By Numbers

During the first month in Martineztown there is a core teen group of seven youth and there were seventy-five children and youth who attended a Halloween party. Ten adults assisted in booths at the

Halloween party. Exact figures for the programs in Belen and Socorro are not available at this time.

b. By Types of Services

See a above.

4. Other Activities Not Formally Stated

An important informal activity in the YSP is rap sessions. These are informal discussions held between youth and staff and are generated spontaneously. YSP Centers should be safe places for youth to gather to discuss their concerns.

C. COMMUNITY SUPPORT

1. Community Awareness of Existing Community Problems

In both of the present YSP sites there is a common awareness that youth are facing problems related to drug abuse and self-destructive behavior. In both of these areas there has not been an organization that specifically addresses the problems of community youth. The main focus of YSP activities is a self-help orientation to motivate the community to utilize its own resources to help youth to cope in their day-to-day activities.

2 and 3. Community Participation and Rapport Among Community Service Delivery Agencies

Community service delivery agencies in Belen and Martineztown have expressed interest in participating in the YSP. In Socorro, the community has assumed responsibility for the program. The use of buildings, office space, equipment, consultant help and verbal commitments to donate help from the County Commission are the result of community participation and interest in the YSP. In Martineztown information about the program has been limited to the distribution of flyers because it is a small community within the larger Albuquerque community. In Belen there are plans to publicize the YSP through a public media campaign. Referrals in Martineztown are received from the schools, the Outpatient Inhalant Abuse Program and community service organizations. Referrals in Belen will be received from these organizations as well as the Juvenile Probation Officer. Community volunteers have been used at all three YSP sites.

4. Community Activities/Objectives Not Generally Stated

Community people feel that the YSP should be doing drug treatment instead of focusing on drug abuse prevention. Program staff feel that this expectation is due to lack of information.

D. CRITERIA OF SUCCESS

1. How Is the Success of the Program Determined?

The success of the YSP is determined by the impact the program has had in the community. This impact is illustrated by the community accepting responsibility for program activities and utilizing existing community resources to continue the programs in the community. The YSP in Socorro has been considered a success because the community of Socorro has taken the responsibility for continuing the program there. The YSP in Socorro is now called the Neighborhood Youth Council and is funded by the City and County of Socorro.

2. Are There Any Specific Criteria of Success?

In Socorro a specific criterion of success has been mentioned and is based on a successful transition of the YSP from NMHC to the community of Socorro. In the remaining sites at Belen and Martineztown the specific criterion of success is to leave the participants with skills that will enable them to survive in the real world. Realizing that behavioral changes occur through long term involvement, YSP staff do not feel these changes can be used as a measure of success because of their short term involvement in the community.

3. How Do Program Staff Determine Success?

YSP staff determine success by the attendance and participation of youth in activities sponsored by the Youth Support Program.

ANALYSIS OF PROGRAMS

A. INTRODUCTION

This section is a summary of the major characteristics of the exploratory descriptive criteria used to describe the different minority prevention programs included in this study. This summary includes comparative and contrasting information that applies across all the prevention programs as they were described in the previous section of this report. When information is given regarding some specific prevention program or its activities, the following abbreviations will be used:

Ford Canyon Youth Center	FCYC
Self Help Center	SHC
Mescalero Traditional Counseling Program	MTCP
New Mexico Free Theatre	NMFT
Youth Support Program	YSP

B. PROGRAM DESCRIPTION

1. Organization

All of the programs included in this study but one (MTCP) are incorporated and have a board of directors.

All programs with the exception of NMFT have an organizational structure with a director or program coordinator, who has primary responsibility for the program. NMFT is considered a cooperative effort in which all staff members share equal responsibility for the program.

2. Staffing

The size of the staff for the prevention programs included in this study fall into two categories. Two programs have two to three staff members and the other three programs have six to seven staff members.

The age of the staff members in the prevention programs included in this study ranges from twenty-three years old to fifty-nine years old.

The sex of the staff members of the programs included in this study is reflected by the following percentages: males from 14% to 80%, and females from 20% to 86%.

The ethnicity of the staff members in the prevention programs included in this study can be reflected in the following way: there are three Hispanics, ten Native Americans, and eleven Anglos. The ethnicity of the staff on these programs generally reflects the ethnicity of the target population and of the community. Two programs work primarily with a Hispanic target population, one of these has an all Hispanic staff and the other an all Anglo staff with one Spanish speaking staff member. Three of the prevention programs work primarily with an

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Indian target population. The range of Indian staff members in these prevention programs ranges from one Indian staff member to six Indian staff members.

3. Staff Background

In most of the prevention programs the majority of the staff members hold degrees. The majority of the staff members on MTCP are elderly Tribal members selected on the basis of their being the major source for Mescalero Apache values and traditions.

4. Salaries

The annual salaries for prevention staff members (variously called Prevention Specialists or Prevention Counselors) range from $7,280 to $12,000, with a median annual income of approximately $9,200. This does not, however, include NMFT, where all staff members are paid at a rate of $6.00 per hour. This also does not include one program where salary information was not obtained.

5. Funding/Revenue Sources

Most prevention programs (three out of five) receive the majority of their funds through NIDA Formula 409 monies. The range of NIDA Formula 409 funding for these programs is from $21,031 to $60,740. Two programs (NMFT and MTCP) are not presently receiving any NIDA Formula 409 funding, although MTCP does receive NIDA flow-through funds from the state Substance Abuse Bureau.

Four possible sources of funding were found: private money, United Way, local community funding and NIDA funding through the state Substance Abuse Bureau. Programs are indexed by these sources and listed below:

Programs	Private	United Way	Community	NIDA Formula Funds
MTCP			X	X
FCYC		X		X
YSP	X			X
SHC		X	X	X
NMFT			X	

The NMFT program is an exception because its operations are funded on a project by project basis by the following sources: Partners of the Americas, in-kind match from the Substance Abuse Bureau, Pyramid Project, workshop fees and/or local community/agency funding. The MTCP program is primarily funded by NIDA 410 monies. Although the program is presently involved primarily in treatment activities, the traditional counselors are still providing many prevention activities on the Mescalero reservation.

6. Funding Amounts

The amount of total funds supporting the prevention programs included in this study ranges from $10,100 to $76,310..

7. Budgets

In the program descriptions, the budgets were examined by breaking them into proportions spent for direct and indirect services. Direct services reflect monies spent on salaries and the direct operation of program services. Indirect services reflect monies spent to support program efforts such as mailing, telephone costs, maintenance of vehicles, equipment and facilities. Four out of the five prevention programs were found to allocate the majority of funds to direct services and the range is from 65% to 80%. The fifth, NMFT, given financing on a project by project basis, has no one budget from which to extract these relative proportions.

8. Needs Assessments

The prevention programs included in this study all employed some type of needs assessment. Two programs (SHC and MTCP) employed a survey type needs assessment; in the first case the data was documented, and in the second case it was not. In two cases (FCYC and NMFT), programs based their needs assessment on key informant information and available community data from State Needs Assessments, State Plans and community data. For example, the NMFT program will make a presentation upon request in any community in New Mexico. During an initial site visit, NMFT staff members determine how they can best articulate a community problem by using key informant information and available community data. In one program (YSP) the needs assessment data was assumed to be similar to that of another community because both community programs are in a similar rural community setting. Two programs (FCYC and YSP), which do not presently have documented needs assessment data for their specific community, are proposing survey type needs assessments to precisely determine community needs for their programs.

9. Goals

The social and personal emphases for all of the prevention programs included in this study are on helping youth to develop adequate survival skills and positive self-image. The focus of these emphases is to set up alternative activities to substance abuse for the youth in different communities. An important point is that these alternative activities vary from community to community depending on community resources and community needs. The perspective of each community helps to determine the type of program that will work most effectively to help community youth defray dependencies on chemical substances. All of the prevention programs in this study have affirmed the importance of having program goals and objectives that meet the expressed needs of the community.

10. Objectives

Some of the program objectives of the prevention programs included in this study were stated in abstract and general terms, while others were stated in specific and concrete terms. This results in a situation where some programs are more evaluable than others. Most programs also had unstated objectives; some of which addressed present activities and some of which addressed future activities.

11. Documentation

The prevention programs included in this study kept very few individual client files for prevention activities, with the exception of clients who were involved in Outpatient Drug Free Counseling Services. All of these prevention programs typically record the number of participants involved in different prevention activities, however these records do not indicate any personal client information. All programs document their prevention activities in some way, although there is no consistent method applied that all programs use.

In most cases prevention program documentation is made for the purpose of evaluating the effectiveness of the program. This type of documentation includes the number of clients involved in a presentation or activity, the type of presentation or activity, and both internal and external evaluations of the interaction that took place between prevention staff members, educational personnel, youth, organizational and/or community leaders.

Each prevention program submits program documentation on a monthly basis to the SSA and on a quarterly basis to NIDA and other funding sources.

12. Target Population

Each of the prevention programs included in this study reach different target populations. These target populations were identified in this study by breaking them down by age, ethnicity, sex, socio-economic status and the inclusion of women, youth and elderly.

a. Age

There is not much difference among the prevention programs regarding the ages of the target populations. The age ranges of the target populations are fairly standard, varying from five to eighteen years old to six to twenty-three years old.

b. Ethnicity

The primary ethnicity of the different target populations included in this study is: two programs are primarily Hispanic and three programs are primarily Native American.

c. Sex

The sex of the different target populations included in this study is not easily determined. Sex is usually determined by the male/female ratio of participants present during different prevention activities. Few programs have consistent or exact data to reflect this ratio.

d. Socio-economic Status

The socio-economic status of the target populations in the different prevention programs included in this study is not easily determined because the family socio-economic status is often a reflection of the socio-economic status of the entire community that the program is operating within. Generally, the minority prevention programs included in this study have target populations with a relatively low socio-economic level.

e. Women, Youth and Elderly

All of the prevention programs included in this study primarily focus their prevention activities on male and female youth. In some cases, there are activities that are open to the whole community. Few of the prevention programs in this study include activities for the elderly. MTCP is an exception to this and, in addition to providing services to the elderly, this program employs five elderly counselors. One other program (SHC) provides workshops on drug information to elderly people.

13. Description of Service Availability

Each of the prevention programs included in this study include outreach, public relations and networking as essential components of their programs. Outreach activities identify the needs of their target populations and, in many cases, are the only way of coming into contact with some of the specific needs of that target population. Some examples of outreach activities are: educational presentations in schools, field trips, NMFT presentations and site visits and various types of prevention workshops. Public relations efforts are used to receive visibility in the community and the surrounding target area. Community public relations and community networking are closely connected and both are seen as necessary in order to meet the needs of community youth.

All of the program staff of the programs included in this study expressed a need for greater quantities of materials and supplies to support their services. These were seen as especially important for prevention presentations made in the schools and for written prevention and drug information materials to be made available to members of the community.

C. STAFF-CLIENT ACTION/INTERACTION

1. Types of Services

Types of services vary from program to program and with the needs of the community served. Each prevention program included in this study approaches their prevention activities differently. Some programs attempt to provide a comprehensive program to meet all the identified needs of youth in the community. Other programs attempt to provide specific and concrete skills that address specific problems that community youth must confront on a day-to-day basis.

Most of the prevention programs included in this study have an educational and/or recreational component. As mentioned earlier, there is a large variation on the emphases of these prevention programs, and each is based on community-identified youth needs. This variation is evidenced by the types of recreational activities made available to the youth and by the formalization of curriculum materials presented in the classroom setting. NMFT activities are an exception because NMFT presentations are educational and sometimes recreational, but are presented in an artistic and theatrical manner.

Three programs include educational components which are designed to help youth to develop positive self-image skills, values clarification skills and decision-making skills. Three programs include a recreational component designed to help provide an alternative environment for meaningful interaction in a recreational setting. All programs included in this study present alternatives to substance abuse.

2. Service Delivery

Services rendered by the prevention programs included in this study are delivered in a variety of ways. There are several types of prevention presentations, which include educational presentations in the schools, theatre presentations and presentations made to different organizations and agencies in the community. Many of these prevention programs hold various types of prevention and drug information workshops for youth, people working with youth, other service providers, elderly, different Chapter Houses (Navajo governing units), and other community organizations. Public Service Announcements are used by most of the prevention programs included in the study to give prevention activities visibility in the community. Recreational activities include a variety of sport activities, wilderness survival, organizing parties and dances.

3. Communication Patterns

The staff of the five prevention programs included in this study identified a variety of communication patterns used in the different programs. The following communication patterns were considered to be the most important by the staff of these prevention programs:

Program	Staff-Client	Client-Staff	Client-Client	Client-Community
SHC		X		
FCYC	X	X	X	
YSP				X
MTCP		X	X	
NMFT			X	X

In the case of NMFT, it was felt that presentations fostered client-client communication and that this type of communication would lead to more adequate client-community communication.

4. Level of Participation

The levels of participation in program activities for most programs included in this study were estimated by type of activity or service rendered and compared to the number of participants involved in that activity or service. Most of the prevention programs could provide approximate figures as an indication of the levels of participation in their activities or services. Some of these prevention programs have been recording counts for the number of participants involved in their prevention activities on an activity-by-activity basis.

5. Programs Activities/Services not Formally Stated

There are a number of program activities/services that the prevention programs included in this study are involved in that were not formally stated in the sections on goals, objectives and service delivery systems. For most prevention programs these activities involved informal communication and interaction between staff members and clients. In the case of NMFT, these activities involve informal and improvisational presentations called "hit and runs." These hit and runs are unscheduled presentations made in public places in different communities. YSP staff members discussed informal rap sessions as a meaningful source of information and as a means for developing good rapport with youth in the YSP program.

D. COMMUNITY SUPPORT

In most of the prevention programs included in this study the community was aware of and acknowledged the existence of the substance abuse problems of community youth. In many cases, this community awareness led to the development of the prevention program in the community.

Community participation in most of the prevention programs studied was reflected by community funding provided for prevention program services/activities, PSA time and community volunteer support. NMFT is completely dependent on the local community for funding, volunteers and advertising.

Rapport among prevention programs and other community service delivery agencies was reflected in several ways: by referrals to the prevention program, by the establishment of a good working relationship, by the interest expressed by other service providers to participate in the program, and by written agreement.

There were two types of responses which reflected community activities/ objectives not generally stated. Two programs responded by giving a number of unstated objectives that the prevention program staff expect will have an impact on the community. The three other prevention programs commented only on expectations and unstated objectives that the community had for the program.

E. CRITERIA OF SUCCESS

The success of the prevention programs included in this study was determined in a number of ways. Each of these prevention programs had several specific criteria that were used to measure the success of their programs. These criteria ranged from precise measurements of success to subjective identification of behavioral and/or attitudinal changes in youth. However, most of the prevention programs studied primarily depended on subjective measures of success.

Four out of the five prevention programs included in this study had some written measures of success obtained from written feedback received from students, teachers, administrators and staff members after prevention presentations were made in the schools. Written measures of success were often obtained after other community prevention presentations and workshops were presented in the community. One prevention program (SHC) indicated a measure of success based on meeting program goals and objectives. One prevention program (MTCP) indicated that success was measured by process evaluation. Most of the prevention programs included in this study also determined degree of success from informal feedback from youth, parents, staff, community people and school personnel. One prevention program (YSP) determines success by the willingness of the community to accept responsibility for the program by using community resources to continue program activities. Two prevention programs (SHC and FCYC) are presently developing pre and post test instruments to measure the success of their prevention activities. Success for recreational activities was often determined by continued youth participation. Success was also determined in one prevention program (FCYC) by client identification of the differences between the use and abuse of chemical substances.

CONCLUSIONS AND RECOMMENDATIONS

A. INTRODUCTION

The original intent of this study was to identify the critical elements in minority alternative prevention programs in New Mexico that make these programs successful for ethnic minorities. This information was to be used to develop a conceptual model for minority alternative prevention programs to give assistance to those groups desiring to establish drug abuse alternative programs targeted at ethnic minorities in the state. There are several reasons why a unified conceptual model will not be presented in this section of the report. First, all of the programs described in this study primarily relate to a specific ethnic target population, and what may work for one ethnic population may not work for another. Second, this ethnic population resides within an ethnic community setting which may or may not be isolated from the larger community population. Third, the ethnicity of the target population and the community are primary indicators of the ethnic needs that a program must attempt to meet in its proposed activities. And, last, even though the prevention programs included in this study share similar goals for their prevention activities, each prevention program's approach for meeting these goals is different. For these reasons, it does not appear to be possible to articulate a neat conceptual model that will meet all the needs of all ethnic minorities regardless of their environment. There are, however, several basic considerations that groups developing minority alternative prevention programs must attend to in order to establish a meaningful educational/recreational experience for minority youth. These considerations may very easily also be basic to developing meaningful experiences as alternatives to substance abuse for any group of people in any community setting.

The conclusions and recommendations will be presented topically.

B. STAFFING

Most of the prevention programs included in this study reflect the pluralism of the community within which the program resides. This reflection of the community's pluralistic environment is very important for working with isolated ethnic populations within the reality of the community setting. However, these prevention programs should also adequately reflect the ethnicity of the target populations so that program staff are aware of the uniqueness of the ethnic values and mores of its target population. The ability to communicate meaningfully with ethnic participants in alternative prevention activities may depend dramatically on an emphathetic ability on the part of the prevention staff to understand the mental and physical circumstances specific to their ethnic target population, that contribute to dependencies on chemical substances.

C. FUNDING

Program funding is vitally important for the operation of prevention programs. Funding should be solicited from as many sources as possible at the federal,

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state and local levels. Local funding should be emphasized as much as possible in order to insure the longevity of the program, as federal and state appropriations may be reduced or cut off at any time due to political or social necessity.

D. NEEDS ASSESSMENT

A needs assessment is absolutely necessary in order to determine the needs of the community in which the program will operate. Key informant and survey type needs assessments should be conducted together in order to balance the objectively and subjectively derived needs of the community. This type of balancing of the data received regarding needs will help to insure that the needs assessment is representative of the different groups within the community setting. An adequate needs assessment will identify most needs of the ethnic and other populations in the community and may help to establish how the needs of specific groups within the community relate to the needs of other groups. The needs assessment should give prevention staff an indication of the complexity of community interdependence.

E. GOALS AND OBJECTIVES

Goals and objectives should reflect the needs of the community and specific target populations within it as established by the needs assessment. The goals will articulate these needs generally, while the objectives will specify these goals into concrete outcomes with activities especially devised to provide services that reflect the needs and concerns of the community. Without this coordination of program goals and objectives with community needs, many of the activities conducted by prevention staff will have little relevance to the lives of the target population (in this case, youth) in the community. If prevention programs are going to help youth to develop social survival skills, those skills have to be addressed to youth in the environment in which they live. The creation of an artificial environment which youth only pass through for a short period of time does not necessarily help those youth to learn to cope with their existing community environment. Thus, the goals and objectives of any prevention program must address the identified and expressed needs of community people and youth in order to be meaningful in an already existing community situation. The assumption being made here is that many of the substance abuse problems of minority youth stem from their relationship within and to the community setting.

F. DOCUMENTATION

The documentation of the prevention programs included in this study was noted to be variously and often inconsistently recorded. Documentation of program activities is vitally important for program accountability. One of the biggest problems of prevention programs is to provide accountability for program activities. This problem is being addressed by several funding sources, and guidelines are being established for a program accountability model similar to the accountability model used for treatment programs. Although prevention activities often cannot be documented in the same way as treatment activities, there are several ways that prevention activities can be more adequately documented. Documentation of prevention activities should be standardized by prevention staff as much as possible, and should

be recorded in writing. Documentation of minority prevention activities should minimally include the following information for all participants: age, sex, ethnicity and activity. Standardized program documentation should also be developed to record internal and external evaluations for all prevention activities. These standardized types of program documentation should be structured in as objective a way as possible in order to meet the accountability requirements of funding sources.

Internal and external program evaluation should be built into the prevention program from the beginning and should be based on the goals and objectives of the program and their relationship to the outcome of the activities presented to meet these goals and objectives. This type of evaluation should be balanced to include some combination of outcome and process information from which the effectiveness of the program can be inferred.

G. SERVICE AVAILABILITY

The community orientation of all the minority alternative prevention programs included in this study points to the vital importance of community awareness relating to community problems of substance abuse. Community awareness is fundamental for drug prevention activities to be meaningful in the community setting. All prevention programs have a primary responsibility to provide services to augment this community awareness. Therefore, minority alternative prevention programs should make their prevention activities as visible as possible through various types of community outreach, public relations and community networking. Prevention programs will achieve credibility through a good community image.

H. TYPES OF SERVICES

The types of services offered by minority prevention programs should reflect the expressed needs of community people. The program goals and objectives upon which activities are based must also reflect the community needs of the target population. All services provided to the community should be adequately monitored so that changes can be made when necessary to maintain the appropriateness of those services.

I. CRITERIA OF SUCCESS

The success of the minority alternative prevention programs included in this study will depend on the program and its ability to meet the needs of the community. Each prevention program described in this report identified several different measures of success, both objective and subjective. The problem in illustrating the success of prevention programs is that objective measures of success must be verifiable in some way and must show that program activities actually have some quantifiable impact on the behavior or attitudes of the youth involved in the program. It is not exactly clear how survival skills, self-image skills, values clarification skills and decision-making skills that are taught to youth in many of these programs actually effect drug taking behavior. Helping yough to get in touch with their relationship to themselves and to society is not easily measurable and may involve many implicit and explicit indicators. The difficulty in

obtaining an objective measure of success has led most prevention programs to identify subjective measures of success that are not verifiable in any objective manner. A need that all of the minority prevention programs presented in this study have is to develop the skills and the strategies to give some objective indication of the success of their programs. Objective measures of success must be developed by all prevention programs that are funded by NIDA, through the state, by 1980. According to NIDA guidelines, all prevention programs must include an impact type evaluation in any proposal submitted for funding in 1980. This requirement points to a realistic necessity for prevention programs to focus attention on the development of objective measures of success. NPERN (the National Prevention Evaluation Resources Network) is presently developing training and technical assistance services for the design and implementation of objective measures of success for prevention programming, but this service system will not be available for some time.

If prevention programs can develop some simple objective measure of success, then this objective measure could be supported and augmented by consistent documentation of program activities. Perhaps a pre-post test instrument developed by the Institute of Social Research called Monitoring the Future will help in this endeavor. The SSA in New Mexico is presently considering the implementation of a pilot project to determine if this instrument can be used effectively to measure the success of prevention programs in the state.

Although there are few objective measures of success to verify the success of the minority alternative programs included in this study, there are several obvious indicators of the success of these minority programs. Mostly, these indicators of success are programmatic and do not always reflect similar success with individuals participating in these programs. Success for many of these prevention programs is directly related to the precise identification of community problems and needs and the implementation of a prevention program that will adequately address those needs. Developing prevention activities that will specifically address the needs of the target population within the community will help to insure success. If these needs are related to an ethnic orientation, then working these needs out must involve an empathy for that orientation. This type of sensitivity to ethnic identity and values will also help to insure the success of the program.

The willingness of the community to take over responsibility for program activities and using community resources to continue the program is another indicator of the success of the program. There are many other examples of indicators of the success of the minority prevention programs included in this study; however, these are specifically addressed earlier in this report. The important point to consider here is that, in addition to indicators of success, the powers-that-be are beginning to require objective measures of success and these demands must be attended to if prevention programs are going to continue to operate.